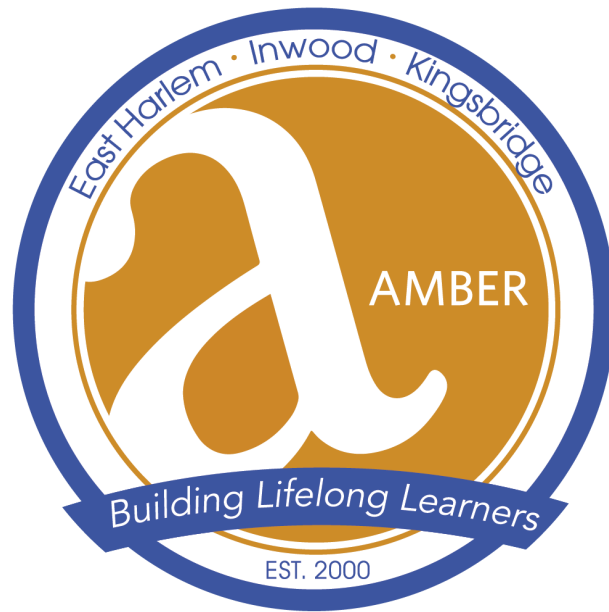




Amber Charter Schools

District Safety Plan

2024

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INTRODUCTION

In July 2000, the Safe Schools Against Violence in Education Act (Project SAVE) was signed into law in New York City to promote safe school environments. This piece of legislation requires that all school districts, including public charter school districts, maintain a district-wide safety plan and school-building emergency response plans. Safety plans include policies and protocols for school health and consider school health to be under the safety umbrella.

This guide is Amber Charter Schools’ **internal** district-wide safety plan. The purpose of this plan is to provide our school leaders with a concise reference to our safety policies and protocols.

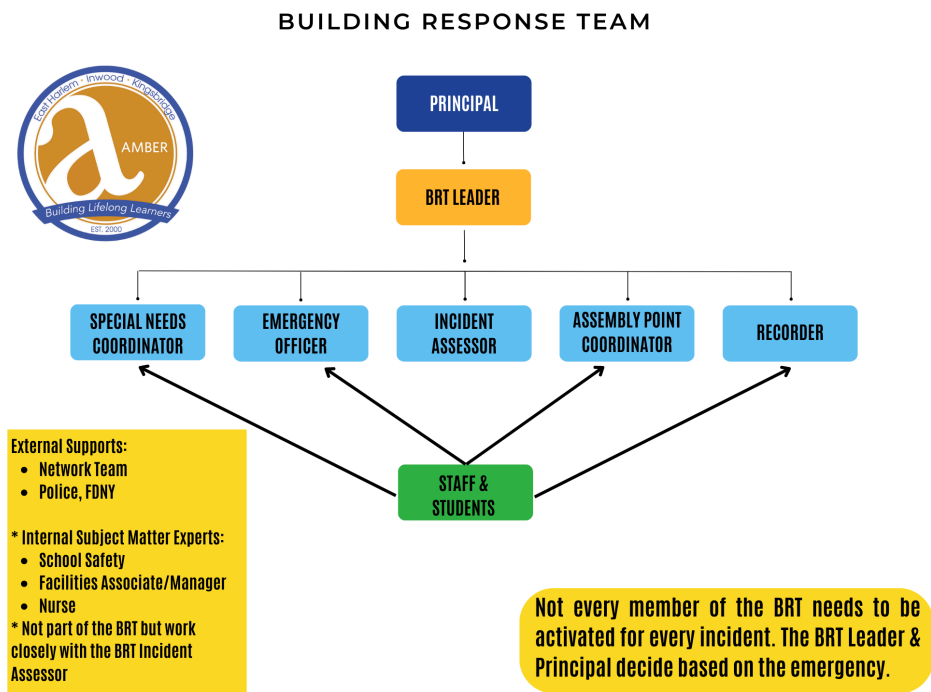
Amber Charter Schools reviews its district-wide safety plan on an annual basis with its internal committee including the Co-Chief Executive Officers, Network level Chiefs and Directors, and Principals. This plan is approved annually by the Board of Trustees.

FOUR PHASES OF EMERGENCY MANAGEMENT

Comprehensive emergency planning is based on a nationally recognized organizational method of the four phases of emergency management; Prevention, Preparedness, Response, and Recovery. This guide is divided into four sections.

BUILDING RESPONSE TEAM

Amber Charter Schools uses the New York City DOE Building Response Team (BRT) structure for incident management. Building Response Teams (BRTs) are emergency information and action management teams that exist within each school. On average, BRTs consist of at least 5 members; however, BRT size will be determined on a case-by-case basis. As members of the BRT, these employees are trained to collect and provide accurate information on an incident. BRT Team Members are not First Responders! Below is a look at how a typical BRT team is structured.



The roles of the BRT are as follows:

BRT Position	Suggested Staff Assigned	Description of Role
BRT Leader	Assistant Principal	Responsible for providing direction, leadership, and guidance to BRT members during an emergency. At the onset of an incident, they activate the necessary BRT roles. The BRT Leader also acts as the communications liaison between the BRT and Principal during an emergency.
Emergency Officer	Dean of Students	Provides support based on the specific circumstances of each incident. The EO may relay information between BRT members if communication devices are unavailable. In some incidents, the EO may be required to report to the hospital with staff or students. The EO may be assigned to a relocation site before staff and student arrival to review the relocation plan with the host school. The EO may also coordinate parent staging areas if required. Based on building size, the BRT Leader may assign more than one Emergency Officer and activate them as needed.
Incident Assessor	Staff Developer	Conducts an on-scene initial assessment of the incident emergency to assess the severity of the situation. They fulfill a secondary role by collecting all essential elements of information (EEI) from the scene, relaying the information to the BRT Leader, and comparing this information to other information gathered by the BRT recorder to complete official reports. [EEI includes incident-specific information that is documented during an incident, such as names of 911 responders, DOE, etc.)
Special Needs Coordinator	Special Populations Manager, Special Education Coordinator, School Counselor	Serves as the primary contact when issues arise with students and staff requiring special assistance during an evacuation emergency. They track all identified students and staff during emergencies, collect information on unaccounted-for individuals, and ensure that all students and staff requiring special assistance have what they need during incidents that involve an evacuation. They work with the school's IEP Coordinator to ensure that staff members assigned to support identified students are present (daily) and that they keep track of necessary personal equipment and supplies.
Assembly Point Coordinator	Director of Operations	Monitors and assists with the relocation of staff, teachers, and students to either an internal or immediately external assembly point(s) during an emergency. They fulfill a secondary role by collecting information from teachers and other staff on missing students or unaccounted-for individuals (including contractors, vendors, substitute staff, or persons who were signed into the building as visitors) for emergency responders.
Recorder	Data Manager Coach	Responsible for collecting detailed information from the beginning to the end (recovery phase) of an incident. Multiple recorders can be assigned to a BRT and activated in an incident. One recorder may work with the Principal and another may work with the BRT Leader.

PREVENTION

Prevention is the first stage of emergency management. This stage is described as taking actions to reduce the likelihood and impact of emergency events. This section outlines the preventive systems we have in place at Amber Charter Schools.

EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS

All Amber schools have a safety team that discusses potentially violent behaviors or acts by members of the school community. The school teams are also trained to recognize indicators of surveillance, an imminent attack, or preparation for an attack in the surrounding area.

INDICATORS

This section details individual behaviors and indicators of surveillance, an imminent attack, or preparation for an attack in the surrounding area. The details in this section come from the Department of Homeland Security School Security Practices Guide, updated in 2013.

The individual behavior indicators apply to any student or staff member in the Amber community. If a student or staff member exhibits many of these behavioral indicators, raise concerns with your school leadership team immediately. Any evaluation and analysis of alarming behavioral indicators must be considered in the context of the person's individual life.

INDIVIDUAL BEHAVIOR INDICATORS

- Socially isolated
- Threats of violence against others
- Unsolicited focus on dangerous weapons
- Unstable emotional responses
- Intense anger and hostility
- Loss of significant relationships
- Feeling either arrogant and supreme or powerless
- Expressions of paranoia or depression
- Increased use of alcohol or drugs
- Depression or withdrawal
- Talk of suicide
- Increase absenteeism

The following three groups of indicators could apply to people within your school community or people outside of your school community. If you notice anyone outside of your school community exhibiting a number of the following behaviors, do the following:

1. Ask your school safety if they know of or recognize the person
2. Ask your Principal if they know of or recognize the person
3. Notify one of the Co-Chief Executive Officers with details of the event(s) and indicators you have witnessed to talk through next steps

I. SURVEILLANCE INDICATORS - SUSPICIOUS PERSONS OR GROUPS

- Persons excessively inquiring about practices of the school and its operations or the school's supporting infrastructure (telecommunications, electric, natural gas, water)
- Persons using or carrying video/camera/observation equipment in or near the facility over an extended period

- Persons parking, standing, or loitering in the same area over multiple-day period with no apparent reasonable explanation
- A noted pattern of false alarms requiring a response by law enforcement or emergency services
- Persons attempting to gain access to the school that have no legitimate purpose
- Persons observed or reported to be observing school receipts or deliveries
- Threats by telephone, mail, or email and an increase in reports of threats from known reliable sources

II. IMMINENT ATTACK INDICATORS

- Reports from students about a classmate(s) threatening violence that includes specific dates/times/locations/targets
- Suspicious persons in crowded areas wearing unusually bulky clothing that might conceal explosives
- Unexpected or unfamiliar delivery trucks arriving at the facility
- Unattended packages or suspicious packages and letters received by mail
- Vehicles approaching the school at an unusually high speed or steering around barriers and traffic controls

III. SURROUNDING AREA INDICATORS

- An increase in reports of buildings being left unsecured or doors left unlocked when they are normally secured and locked at all times
- Theft or unauthorized possession of employee identification cards, uniforms, or security communications
- Unfamiliar contract workers attempting to access unauthorized areas
- Unusual or unexpected maintenance activities near the school
- Sudden increases in power outages designed to test the backup systems or recovery times

FACILITY WALKTHROUGH

- School Safety conducts a daily walkthrough and the beginning and end of each day.
- Facility Managers/Associates conduct daily walkthroughs to assess building needs and risk.
- Directors of Operations periodically conduct walkthroughs with the intent to improve safety, minimize risk, and assess facility needs.
- The Managing Director of Operations in collaboration with the Network Director of Facilities and Human Resources conducts annual risk and violence prevention assessment at each Amber campus.
- Across Amber Charter Schools complete facility walkthroughs before the start of the school year and again during the school year will be performed by the Network Operations Team in collaboration with school DOO's. The walkthroughs are safe school assessments that confirm the emergency preparations in place. Amber Charter Schools will use the [New York State Education Department's Readiness and Emergency Management for Schools \(REMS\) Site Assess](#) to assess all facilities.

PREPAREDNESS

Schools make a strong effort to prevent emergencies, but many emergencies are spontaneous and cannot be prevented. The preparedness phase of emergency management is the process of developing an emergency plan, deciding on the actions to be taken during an emergency, and determining the response plan to an emergency before the emergency takes place.

CERTIFIED FIRST RESPONDERS

Certified First Responders are individuals who have taken a course and received certification to provide pre-hospital care for medical emergencies, including CPR and AED. Amber Charter Schools requires that at least 6 staff members in each school are certified each year. Staff must be trained by the Emergency Skills Institute.

COMMUNICATION PROTOCOL

This information is protected by the school district.

DRILL REQUIREMENTS

New York State requires that all schools complete and participate in multiple prevention strategies, including participating in annual training and drills, maintaining a school safety committee, and adopting a school building safety plan to ensure that schools are prepared for emergencies. The Network Operations & Facilities team, along with the Director of Operations and Principal work together to observe the safety requirements outlined below.

AMBER'S TRAINING AND DRILL PROTOCOL

- Certified First Responders (AED & CPR) - 6 Staff Members per School
- AED (1 installed per school)
- An evacuation map is posted in each classroom
- Code Blue Drills - 4 Per School Year
 - 2 initiated by Emergency Skills/Red Cross
 - 2 initiated by the Network Operations Team
- Fire/Evacuation Drills - 12 Per School Year
 - 1 by 09/30
 - 7 by 12/1
 - 4 by 05/01
 - Fire Drills # 3 & 5 must lead to an evacuation site
- Lockdown Drills - 4 Per School Year
 - 2 by 11/1 (1 by 9/30 & 1 during lunch)
 - 2 by 5/1
- Shelter-In - 1 Per School Year
- Hold - 4 Per School Year

SCHOOL NURSE PROTOCOLS

The School Nurse is the staff member in all buildings who receives official health information about students. The Director of Operations must build a relationship with the School Nurse and work with the School Nurse to ensure that health records are received and updated. The School Nurse is not directly employed by Amber Charter Schools. The School Nurse should also be included in all medical emergencies.

- The School Nurse is the only person authorized to keep and administer medication to students.
- The School Nurse keeps medical supplies (e.g., medication, first aid supplies, diabetes monitoring systems, epi-pens for anaphylaxis) in the medical room.
- The School Nurse maintains an Emergency Medical Bag in the medical room

SCHOOL SAFETY PLAN

Every year, the School Safety Committee revises its school safety plan. This plan outlines the operations of the school and emergency procedures. The plan is approved by the Board of Trustees and is submitted annually through the NYSED Safety portal. The plans include school-specific information and campus-wide information. This plan remains confidential and will not be released.

SCHOOL SAFETY PERSONNEL

Each Amber Charter Schools campus has a School Safety employee. School Safety employees have specific duties and functions they perform to maintain a safe and secure school environment. These duties are:

- Monitor the entrances and exits to the building
- Ensure that every visitor signs in and out of the building
- Ensure that students are in class at the appropriate times
- Remain at their assigned posts until relieved by authorized personnel, such as School Administrators, or to respond to an immediate security situation
- Report incidents to the Director of Operations or Principal
- Escort any intruders to the Director of Operations or Principal

VISITOR POLICIES

The School welcomes family members and other community members to the school per the following guidelines. We encourage open lines of communication between the school and families, and these guidelines have been established to help ensure student safety and minimize disruption of instruction during visits.

PARENT/GUARDIAN VISITS:

Parents/guardians or members of the community who wish to visit the school are required to schedule each visit at least twenty-four (24) hours in advance. Unless an exception is made at the sole discretion of a school leader.

- Meeting with a teacher: Meetings should be scheduled directly with the teacher and communicated to School Safety
- Meeting with the Principal: Meetings should be scheduled directly with the Principal.

No visitors will be granted building access during arrival or dismissal times unless they have a scheduled appointment. Scheduling advanced visits to discuss important matters helps our staff make student safety their primary concern during arrival and dismissal.

DURING THE VISIT:

In the interest of maintaining student and staff safety, the school will maintain a supervised main entrance at all times during the school day. The school reserves the right to deny entry to any visitor at the discretion of school leadership. For security reasons, we have the following expectations of visitors, including parents and guardians:

- Visitors must bring and be prepared to show a photo identification.
- Visitors to the school building must enter via the main entrance, state the purpose of the visit, and sign in (presenting photo identification) once the appointment has been verified.
- Visitors, students, and staff are asked not to open doors for any person at a doorway. Each visitor must sign in at the main entrance for safety reasons.
- All visitors must wear a name badge when they are inside the School.
- Taking photos or videos of students is not permitted.

Unauthorized visitors or disorderly persons will be asked to leave. All visitors are expected to abide by the rules for conduct on School property. The school may contact emergency personnel if a visitor is uncooperative, does not adhere to the school's policies or procedures or if the visitor's behavior becomes threatening to students, staff, or other visitors, determination shall be made in the sole discretion of school personnel.

RESPONSE

Response refers to the actions that are taken while an incident is unfolding. Some incidents are serious and others are emergencies. This section outlines investigation steps for serious incidents and specific emergency response protocols.

GENERAL INVESTIGATION PROTOCOLS

At Amber Charter Schools, when an incident is unfolding, we respond by investigating what is happening.

INVESTIGATION PROTOCOL:

After an incident has occurred, the Principal and Director of Operations ensure that the incident is fully investigated, responded to, and documented. We use the checklist below to investigate incidents. [\(See Document A\)](#)

Category	Action	When
Investigation	Ensure persons are safe and in secure locations (offices, monitored by adults)	Same Day
Investigation	Determine students, staff, or others involved in the incident. Determine if there were any witnesses.	Same Day
Investigation	Interview all involved parties. Interview parties with another adult present in a space out of earshot from others involved. Take notes while interviewing to capture all details.	Same Day
Investigation	Determine where the incident took place	Same Day
Investigation	Determine the timeline of events before, during, and after the incident occurred	Same Day
Response	Share all investigation findings with the school leadership team, co-CEOs, and the Managing Director of Operations	Same Day
Response	Determine next steps based on investigation findings	Same Day or within 24 hours
Response	Communicate the next steps to the involved parties	Within 48 hours
Documentation	Complete the investigation checklist and incident report. Scan both and save them to a protected shared drive folder	Within 48 hours

THREAT ASSESSMENT

At Amber Charter Schools, each school’s leadership team works together to evaluate threats [\(See Document B\)](#), and therefore acts as the threat assessment team.

Once a threat is known, an inquiry must be initiated. All threats must be escalated to the Principal and Director of Operations. The Principal and Director of Operations will work together with the Network team to see a threat assessment through. **Many of these steps will happen simultaneously.**

The steps of the inquiry are as follows:

Category	Action
Principal & DOO Investigates	• Open blank threat assessment checklist (Appendix) • Gather information, fill out the checklist as best as you can
Principal Alerts Team	• The alert leadership team of threat • Share the current state of the investigation • Ask the leadership team for additional context • Propose next steps
Principal & DOO Escalates, Proposes Next Steps	• Scan the completed checklist and save it to the shared drive • Send completed checklist to Co-Chief Executive Officers along with proposed next steps • Determine final action plan with Co-CEO's
DOO Documents	• Save all documentation about threats in a private folder on your shared drive ◦ Initial threat communication (email, transcript of phone call, transcript of conversation/statement from reporter if the person does not want to remain anonymous) ◦ Emails sent to the threat assessment team ◦ Threat assessment checklist ◦ Relevant student artifacts (student work, any notes/letters found) ◦ Transcripts of interviews of student and student's family

NYSED & GENERAL RESPONSE PROTOCOL (GRP)

Amber Charter Schools follows some NYSED protocols alongside the General Response Protocol in all of its schools. It gives every school a common language and system for handling incidents that result in Evacuation, Lockdown, Holds, Shelter In's, and Code Blues. Principals & Directors of Operations train staff every August on Amber's protocols and lead drills throughout the school year for the entire school community.

The NYSED-aligned Amber one-pager can be seen in [Document D](#). The NYCDOE-provided GRP one-pagers are found in [Document D](#).

If any school Evacuates, conducts a Hold or Shelter In, or Locks Down, the Principal and Director of Operations must inform the Co-Chief Executive Officers and the Managing Director of Operations immediately by sending a text message and email with details. The Director of Operations must also call 911 if the building Principal has not done so.

Families will receive communication throughout the year regarding the progress of these drills.

Below is a list of drills practiced by all Amber Charter Schools and the frequency.

<u>Drill</u>	<u>Description</u>	<u>Frequency</u>
Lockdown (Imminent Danger)	No one should sweep the school in a lockdown. All individuals, including School Safety Agents, will take appropriate lockdown action and await the arrival of first responders. In a Lockdown, there may be instances where additional action is needed to minimize the danger to individuals. Adults and students will also need to consider all available options during an incident. They may need to run out of the building to remain safe and contact 911 if they are in an area that allows them to do so. They may need to hide (remain in lockdown) to ensure that they are behind a locked door and remain silent, or if faced with an imminent threat in their room or office, they may need to confront their attacker.	4 Per School Year • 2 by 11/1 (1 by 9/30 & 1 during lunch) • 2 by 5/1
Evacuation/Fire Drill	Students and staff quietly and quickly exit the building to their designated street until an all-clear is called.	12 Per School Year • 1 by 09/30 • 7 by 12/1 • 4 by 05/01 • Fire Drills # 3 & 5 must lead to an evacuation site
Hold	The Hold response calls for <u>no movement throughout the building</u> until the “all clear” is given. While in Hold response, instruction, and office tasks may continue as normal but no one may leave the room they are in until the Hold has ended.	4 Per School Year
Shelter-In	There is danger outside. No one goes in or out of the building. <u>Business as usual inside.</u>	1 Per School Year
Code Blue	A “Code Blue” announcement means that someone at our school (inside or outside) may be having a serious health problem or injury. Staff who have been trained in CPR, First Aid, and AED, will be responding to the emergency.	4 Per School Year • 2 by DOE • 2 by the Network Operations Team

Lockdown

- During a lockdown drill, an announcement will be made two times using the PA & Walkie Talkies:
 - **Drill:** Attention: This is a lockdown **DRILL!** (emphasize). 2X
 - **Actual:** Attention: **We are now in a lockdown! Take proper action!** (EMPHASIZED) 2X
- Students are trained to:
 - Move out of sight and keep silent in the “safe corner”
- Staff:
 - Check the hallway outside of their classrooms or offices for students
 - Lock classroom doors
 - Pull down the door blinds
 - Turn off the lights
 - Move out of sight and keep silent
 - Take [digital attendance](#). A QR code leading to the digital attendance can also be on the procedures poster as well as linked in the bookmarks for all staff.
 - During a drill, wait for an announcement saying the lockdown drill has been lifted. During an actual lockdown, wait for first responders to open the door.

Evacuation

- Often, the fire alarm system alerts staff and students to start an evacuation.
- However, there may also be times when a Public Address announcement starts an evacuation.
 - Announcements will begin with “Attention” followed by specific directions. They are made two times.
- Students are trained to:
 - Get their coats and leave all other belongings behind
 - Form a single file line
 - Quickly exit the building following staff
- Staff:
 - Grab the evacuation folder (with an attendance sheet and Assembly cards) and first aid kit
 - Lead students to evacuation locations as identified on evacuation posters.
 - Always listen for additional directions
 - Take attendance and account for students.
 - Report injuries, problems, or missing students to school staff and first responders using the Assembly Card method.

Hold

- A Public Address (PA) announcement made two times:
 - **Drill/Actual:** Attention. This is a hold. During a hold, everyone is to remain in the room they are currently in. There should be no walking around from room to room. Disregard any bells and remember that classes will not transition and students should not go to the bathrooms. The hold will be lifted as soon as possible.
- Students are trained to:
 - Continue business as usual without leaving the room until the hold has been lifted.
- Teachers:
 - Put down their blinds
 - Continue business as usual without any students or staff leaving the room until the hold has been lifted.
 - If the hold goes beyond the current period, the administration will notify teachers of how preps will be made up
- The Building Response Team and any visiting **SST Members**:
 - Meet at the **ENTER DESIGNATED LOCATION**
 - Complete activities as designated by their role. SST Members will support any request by the Principal or DOO.
 - Make periodic announcements reminding everyone to ask to disregard any “bell” signals and wait for the announcement giving the all-clear to resume movement.
 - Place the “Emergency Drill” note outside of the front doors.
- A Public Address (PA) announcement will be made announcing the “all clear” to resume movement. The public address will notify staff and students what period it is so that students can go to the proper class.

Shelter-in

- There is a Public Address announcement made two times:
 - **Drill/Actual:** Attention. This is a shelter-in. Secure the exit doors. A reminder that during a shelter-in no one is permitted to enter or exit the building until the shelter-in is lifted. We will not be accepting deliveries of any kind during this time. Please continue to follow your schedule.
- Students are trained to:
 - Remain inside the building
 - Conduct business as usual
 - Respond to specific staff directions
- Teachers:
 - Remain inside the building
 - Conduct business as usual
 - Respond to specific staff directions
- Principals & DOO's:

- Communicate with law enforcement or other school leaders to know when to lift the drill
- Communicate with School Safety to place the “Emergency Drill” note outside of the front doors.
- Communicate with the Building Manager/Associate to lock all doors leading outside along with custodians.
- Communicate with staff members who exited the building with instructions.
- SLT’s:
 - Walk around the building reassuring staff and students
 - Account that all staff is inside of the building. Notify the Principal of any staff who may have stepped outside.
- A Public Address (PA) announcement will be made announcing the “all clear” to resume movement.

Code Blue

- There is a Public Address announcement made two times:
 - **Drill:** Attention. This is a Code Blue drill. Trained members, please respond to location (**SAY LOCATION**)
 - **Actual:** Attention. This is a Code Blue. Trained members, please respond to location (**SAY LOCATION**)
- Students are trained to:
 - Continue with business as usual
- Teachers:
 - Continue with business as usual if not trained.
 - May be asked to supervise a neighboring classroom if the staff member is trained for Code Blue. Respond if they are trained.
- Trained Staff:
 - Respond quickly to the location in the announcement
 - The first person to arrive is performing CPR and leading AED efforts. This person also enforces help from other responders.

RECOVERY

Recovery refers to the restoration process after an emergency occurs. This section outlines the steps we take after an emergency.

COMMUNICATION

After an incident or emergency, work with the Chief Communications Officer to determine closeout communication for the following parties:

- Students
- Staff
- Families

Work with Co-Chief Executive Officers and Managing Director of Operations to assess the response to the emergency and capture any feedback about what worked, what didn’t work, and anything that can be improved. This feedback informs edits to the safety guide.

FAMILY COMMUNICATION

After an incident, it is important to communicate with families. As a school, you should send communication home to all families if an incident impacts the entire school community. The following situations warrant a school-wide family letter:

- Fire
- Lockdown
- Shelter In
- Hold

APPENDIX

DOCUMENT A: Investigation Checklist

An incident occurred and you need to investigate what took place. As you investigate, you need to document your findings. Use the following to document your findings.

Materials Needed:

- Investigation Checklist
- Incident Report
- Pen

Category	Action	When	
Investigation	Ensure persons are safe and in secure locations (offices, monitored by adults)	Same Day	☐
Investigation	Determine students, staff, or others involved in the incident. Determine if there were any witnesses.	Same Day	☐
Investigation	Interview all involved parties. Interview parties with another adult present in a space out of earshot from others involved. Take notes while interviewing to capture all details.	Same Day	☐
Investigation	Determine where the incident took place	Same Day	☐
Investigation	Determine the timeline of events before, during, and after the incident occurred	Same Day	☐
Response	Share all investigation findings with the school leadership team, co-CEOs and, Managing Director of Operations	Same Day	☐
Response	Determine next steps based on investigation findings	Same Day or within 24 hours	☐
Response	Communicate the next steps to the involved parties	Within 48 hours	☐
Documentation	Complete the investigation checklist and incident report. Scan both and save them to a protected shared drive folder	Within 48 hours	☐

DOCUMENT B: Threat Assessment Checklist and Resources

Purpose: This threat assessment checklist is used when a threat is apparent and requires investigation.

Directions:

- 1. Complete the checklist to the best of your knowledge.
- 2. Save the completed checklist on the shared drive and send a .pdf copy to your Co-Chief Executive Officers & Managing Director of Operations

Step 1: Complete Background Information: If a person making a threat is known, complete this table as best as you can.

Name	
Student ID	
Date of Birth	
Physical Description	
Family/Home Situation	
Academic Performance	
Criminal Behavior/Law Enforcement History	
Social Networks	
School Behavior History	

Exact wording and nature of the threat:

Step 2:

Identify Threat Type. Check the box for the type of threat.

- ☐ Direct Threat: Identifies a specific act against a specific target and is delivered in a straightforward, clear, and explicit manner: “I am going to place a bomb in the school’s gym.”
- ☐ Indirect Threat: Tends to be vague, unclear, or ambiguous. The plan, the intended victim, the motivation, and other aspects of the threat are masked or equivocal: “If I wanted to, I could kill everyone at this school”. Violence is implied but tentatively “if I wanted to” and suggests a violent act COULD occur not that it WILL occur.
- ☐ Veiled Threat: Strongly implies but does not explicitly threaten violence. “We would be better off without you around anymore” clearly hints at a possible violent act, but leaves it to the potential victim to interpret the message and give a definite meaning.
- ☐ Conditional Threat: Warns that a violent act will happen unless certain demands or terms are met: “If you don’t pay me one million dollars, I will place a bomb in the school”

Step 3:

Identify Threat Level. Check the boxes to determine.

Presumptive Indicators	
LOW LEVEL	☐ Threat is vague and indirect ☐ Information within the threat is inconsistent, implausible, or lacks detail ☐ Threat lacks realism ☐ Content suggests the person is unlikely to carry it out
MID-LEVEL	☐ A threat is more direct and more concrete than a low-level threat ☐ Wording suggests the person making the threat has given some thought to how the act will be carried out. ☐ General indication of a possible place and time (but not a detailed plan) ☐ Strong indication the person making the threat has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility—an allusion to a book or movie that shows the planning of a violent act, or a vague, general statement about the availability of weapons. ☐ Specific statement seeking to convey that the threat is not empty: “I’m serious!” or “I mean this!”
HIGH LEVEL	☐ Direct, specific and plausible ☐ Threat suggests concrete steps have been taken toward carrying it out, for example, statements indicating that the person making the threat has acquired or practiced with a weapon or has had the victim under surveillance. ☐ “At 8 am tomorrow I intend to shoot the principal. That’s when he is in his office by himself. I have a 9mm. Believe me, I know what I am doing. I am sick and tired of the way he runs this school.”

Step 4: Save the checklist on your shared drive. Send a .pdf to Co-Chief Executive Officer & Managing Director of Operations

Time:	____:____ (AM PM)
Staff Member:	_____
Location:	_____



EMERGENCY PREPAREDNESS



LOCKDOWN

(EMERGENCY INSIDE THE BUILDING)

You will hear:

Drill: Attention! This is a lockdown **DRILL!**

Actual: Attention! This is a lockdown! Take proper action (emphasized) 2X

What to do:

- Check for students/staff outside in the hallway
- Lock the door
- Pull down the door blinds
- Go to the safe corner
- Scan QR Code on top right hand corner & complete digital attendance
- Stay quiet until first responders open the door



EVACUATION

(EXIT THE BUILDING)

You will hear:

Drill/Actual: fire alarm will sound and strobe lights will be activated

What to do:

- Direct students to grab their coat (winter)
- Grab the evacuation folder
- Grab the first aid kit
- Look at the route map on the door for the assigned exit and meeting location
- Quickly exit using the assigned door



HOLD

(EMERGENCY INSIDE THE BUILDING. DO NOT LEAVE YOUR ROOM)

You will hear:

Drill/Actual: Attention. This is a hold.

What to do:

- Close the door
- No one is allowed in or out of the room until the hold is lifted
- Business as usual inside the room
- Wait for message on pa announcing the hold has been lifted



SHELTER-IN

(EMERGENCY OUTSIDE. NO ONE ENTERS/EXITS THE BUILDING)

You will hear:

Drill/Actual: Attention. This is a shelter-in.

What to do:

- Doors leading outside will be locked by school personnel
- Business as usual inside the school building
- Wait for a message on the pa announcing the shelter-in has been lifted



CODE BLUE

(FIRST AID/AED ASSISTANCE IS NEEDED)

You will hear:

Drill/Actual: Attention. This is a Code Blue. Trained members, please respond to location.

What to do:

- If you are trained, ask someone to watch your class/hold your students and respond to location
- If you are not trained, business as usual

AMBER CHARTER SCHOOLS

DOCUMENT D: BRT ASSEMBLY CARDS



LOCKDOWN - "Attention: We are now in Soft/ Hard Lockdown. Take Proper Action."

Students must:

1. Move out of sight and maintain silence.

Teachers must:

1. Check the hallway outside of their classrooms for students, lock classroom doors, and turn the lights off.
2. Move out of sight and maintain silence.
3. Wait for First Responders to open door, or until hearing the "All Clear" message: "The Lockdown has been lifted", followed by specific directions.
4. Take attendance and account for missing students by contacting main office.



SHELTER-IN - "Attention: This is a Shelter-in. Secure all exit doors."

Students must:

1. Remain inside of building.
2. Conduct business as usual.
3. Respond to specific staff directions.

Teachers must:

1. Increase situational awareness.
2. Conduct business as usual.
3. The Shelter-in directive will remain in effect until hearing the "All Clear" message: "The Shelter-in has been lifted", followed by specific directions.

BRT members, floor wardens, and Shelter-in staff will secure all exits and report to specific post assignments.



EVACUATE: The fire alarm system is the initial alert for staff and students to initiate an evacuation due to fire. Any necessary PA alerts made must offer specific instructions.

Students must:

1. Leave belongings behind and form a single file line.

Teachers must:

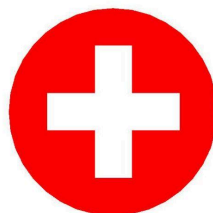
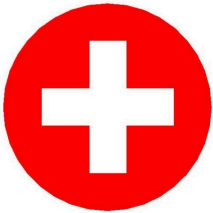
1. Secure evacuation folder (with attendance sheet and Assembly Cards).
2. Lead students to evacuation location as identified on Fire Drill Posters.

ALWAYS LISTEN FOR ADDITIONAL DIRECTIONS.

3. Take attendance and account for students.
4. Report injuries, problems, or missing students to school staff and first responders using Assembly Cards.

When evacuating because of a bomb threat or suspected explosive device, the use of electronic devices is prohibited.

REMEMBER TO USE THIS CARD EVERY TIME YOU HEAR ONE OF THESE ALERTS.



OK

OK